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ABSTRACT

The Idea Tree suggests a variety of ideas for using community resources in classroom activities. Several suggestions are made under each of the following headings: student assignments (individual activities, for later sharing, dealing with enrichment of the resource topic or to supplement background information); small group assignments; whole class activities; games (activities utilizing some form of competition or problem solving, that indirectly or directly deal with the resource topic); display activities (utilizing artistic abilities to enrich the resource person's topic through visual stimuli); career days (often involving more than one class); miscellaneous activities; and supplementary media (suggestions for cassettes, filmstrips, records, posters, books, that can be utilized to secure some additional information). (Author/BP)

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WACOP WESTSIDE AREA CAREER / OCCUPATIONS PROJECT

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THE IDEA TREE

Booklet II in the Series

UTILIZING COMMUNITY RESOURCES

Developed by Barbara Randall

Illustrated by Ed Burton

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This is Booklet II in the Series:

"Utilizing Community Resources"

Please save yourself time and make this booklet work for you by glancing through the Table of Contents first. It will give you more ideas of the many types of activities possible before you select the one or two that sound best for your class.

TABLE OF CONTENTS

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P. 1 STUDENT ASSIGNMENTS

Assigning activities to students to be done individually and usually shared at a later time with part or all of the class dealing with enrichment of the resource topic or to supplement valuable background information. Includes such topics as written reports, interviews, reports, and research graphs.

P. 4 SMALL GROUP ASSIGNMENTS

Planning assignments that are to be completed by a "committee" or other small group within the class, with products or reports shared with the rest of the class or turned in to the teacher.

P. 6 WHOLE CLASS ACTIVITIES

Engaging in an activity involving the entire classroom and completed within the span of the class period utilizing the community resource itself or enriching the resource topic. Includes discussion, hand-on activities, projects.

P. 8 GAMES

A series of "fun" type activities utilizing some form of competition, problem-solving, etc. that directly or indirectly deal with the resource topic.

P. 9 DISPLAY ACTIVITIES

Utilizing artistic abilities to enrich the resource person's topic through visual stimuli; dioramas, bulletin boards, charts, etc.

P. 12 SPECIAL TYPES OF CAREER DAYS

Participating in a large-scale resource project such as a Job Observation Day, Career Vehicle Day, or Career Speakers Day often involving more than one class.

P. 17 MISCELLANEOUS

A variety of activities enriching, supplementing, or preserving knowledge gained through utilizing community resources.

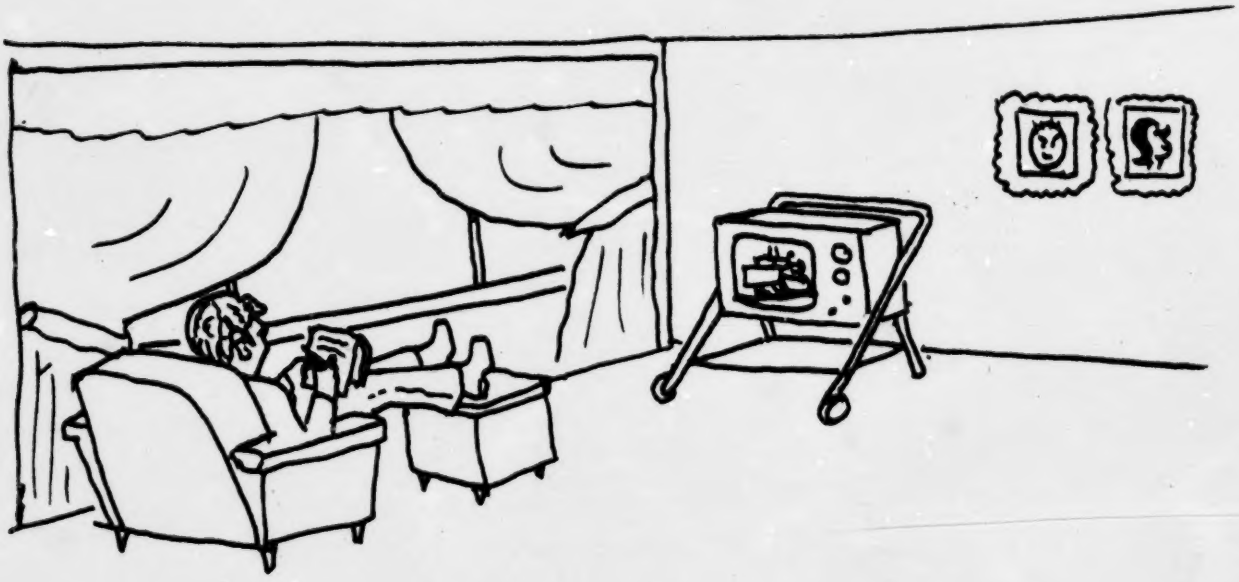
P. 18 SUPPLEMENTARY MEDIA

There are several sources of cassettes, filmstrips, records, posters, books, etc. that can be utilized to secure some interesting added information to the career under consideration.

STUDENT ASSIGNMENTS

1. Assign each student to do a notebook called "My Career Now". Divide the note-book into three parts: My School Career, My Home Jobs, and My Leisure Time. Using illustrated pages, have each student show how home and school jobs are related to "real work". Have them portray for example, the chores they are assigned at home and why they should be done well. Draw several pictures with captions showing what they like best to do during leisure time.

2. Use TV as a resource by assigning students to make a list of all careers they see during two nights of TV (incl. news.) Discuss the idea, " Is this job really like it is shown on TV?"



3. Depending upon grade level, students can be assigned to interview a variety of community persons using simpler or more complex questions. A third grader, for example, might use the following questions.

    1. What is the name of your job?
    2. What do you do in your work?
    3. What do you like to do best in your job?
    4. What don't you like about your work?
    5. How much schooling does someone need for your job?

4. Start a class Guest Book. Devote a page or two to each speaker including a picture of the speaker, his signature, occupation and a brief summary of the information presented. Choose several students to be in charge of the book.

5. Let the students themselves decide upon the resource they want, make the request, pick and complete related class activities, introduce the resource, write thank-you, etc.

6. Individually, or as a group, have the students convey (in a written paragraph or by using descriptive words) what they know about the occupations being presented. After the presentation, have the students do the same thing and compare their increase in knowledge.

7. Have the students read want ads and/or Job Bank Data (available from State Employment Service) to find the availability of particular (and other related) positions in Phoenix.

8. While most people think of getting a job as making money, they overlook the fact that most jobs cost money to get into. Itemize, for a particular occupation, the cost of that job (education, car, clothes, tools, uniform, etc.)

9. Have students research and make a list of all words and terminology used in the occupations presented. If desired, these may be used as spelling words for the week or may be put into a class file with terminology from other job areas.

10. Have each student research one or two jobs that are related in some way to that of the resource person. Give them the assignment of completing and turning in a research form. A sample of a form that could be used for 4-8th graders is shown on the next page (see Career Worksheet). More detailed questions could be asked of upper grades such as salary, future of job, working conditions, etc.

CAREER WORKSHEET

NAME_____ DATE_____

1. WHAT CAREER DID YOU STUDY?_____

2. Does the person with a career like this one work mainly with PEOPLE, IDEAS, or THINGS?
_____

3. What kind of training must you have to get this job? (check one or more)

_____High School _____Apprenticeship training

_____College _____Trade School _____On-the Job Training

4. Name 3 different things a person in this career must do in his work:
a)_____

b)_____

c)_____

5. What is one advantage to a job like this for you?_____

_____

6. What is one disadvantage to a job like this for you?_____

_____

7. After studying this job, does it seem like something you might do some day?

_____Yes _____No _____Still don't know

SMALL GROUP ASSIGNMENTS

1. Assign each small group to report on occupations RELATED in some way to that of the resource person. Each group must assign each of their members one of the following jobs:

    1) library research

    2) magazine and newspaper articles

    3) correspondence and personal contacts

    4) illustrations (cut out and drawn)

    5) chairman; and assistant to all others

    Each member contributes his findings for the final group report. Additional "points" should be recorded if someone finds material relating to another group and contributes it to them.

2. To make students aware of the presence of a particular occupation in our society, have students work in groups to collect different ways in which that occupation is presented (mentioned in comics, in newspapers, television series, want ads, etc.) Cut out these examples and paste in a scrapbook "HOW WE HEAR ABOUT THE _____."

3. Choose a courtesy committee in charge of refreshments, greeting the guest as he arrives, etc. Rotate the responsibility periodically.

4. Instead of a full 40 minute (or so) presentation, have a speaker introduce his topic for only 10 minutes. Then have him rotate around the room to each of 4 or 5 small groups. Each group has 5 minutes to ask prepared and spontaneous questions. While awaiting their turn, each group is assigned such activities as: making a collage of the career cluster represented by the speaker, filling out a report on the job using written materials provided, making clay models or charcoal drawings of the speaker, etc.

5. Ask the class to imagine that the job being studied is being phased out of society. Have the class choose teams (PRO and CON) and hold a debate on whether this job should be phased out. Hold secret balloting to determine if the job will be abolished.

6. After a field trip or number of class speakers, divide students into groups; each group to write a skit about one of the people they met using paper bag puppets. One puppet could be the resource person, and the other puppets could be TV interviewers, a group of visiting children, etc. The skit should bring out the information they learned about the job, how that person feels about his work, and so on.

Students hand goes through sack & fingers make puppet "talk".

7. On a small map of the United States, inquire and list the number of jobs being studied which are employed in each state. Discuss reasons for any deviation from the average number.

8. Assign each group to make grid of the city and use the Yellow Pages to pinpoint locations of one of the jobs being discussed. Compile the information and relate it to job availability in the City of Phoenix (This may lead to a study of zoning, etc.)

WHOLE CLASS ACTIVITIES

1. Invite 3 speakers instead of 1 and hold a "press conference" with the class as reporters. Discuss comparison type questions ahead of time such as:

   Which of these 3 jobs can pay the most?

   What kind of a person is each business looking for?

   Which person uses the most math (reading, speaking etc.) skills on his jobs.

   Which job is most open to women? to teens? to handicapped people?

   Which job deals most with people? (with ideas? with things?)

   Which job requires the most schooling?

2. Arrange, if possible to have a resource person teach a simple skill during his presentation. Follow up with a project using the skill. For example, a carpenter could teach his methods of measurement. Follow-up with individual projects measuring desks, bulletin boards, floor, etc. The most accurate measurements could be rewarded with free time to make a pencil box using scrap wood and nails.

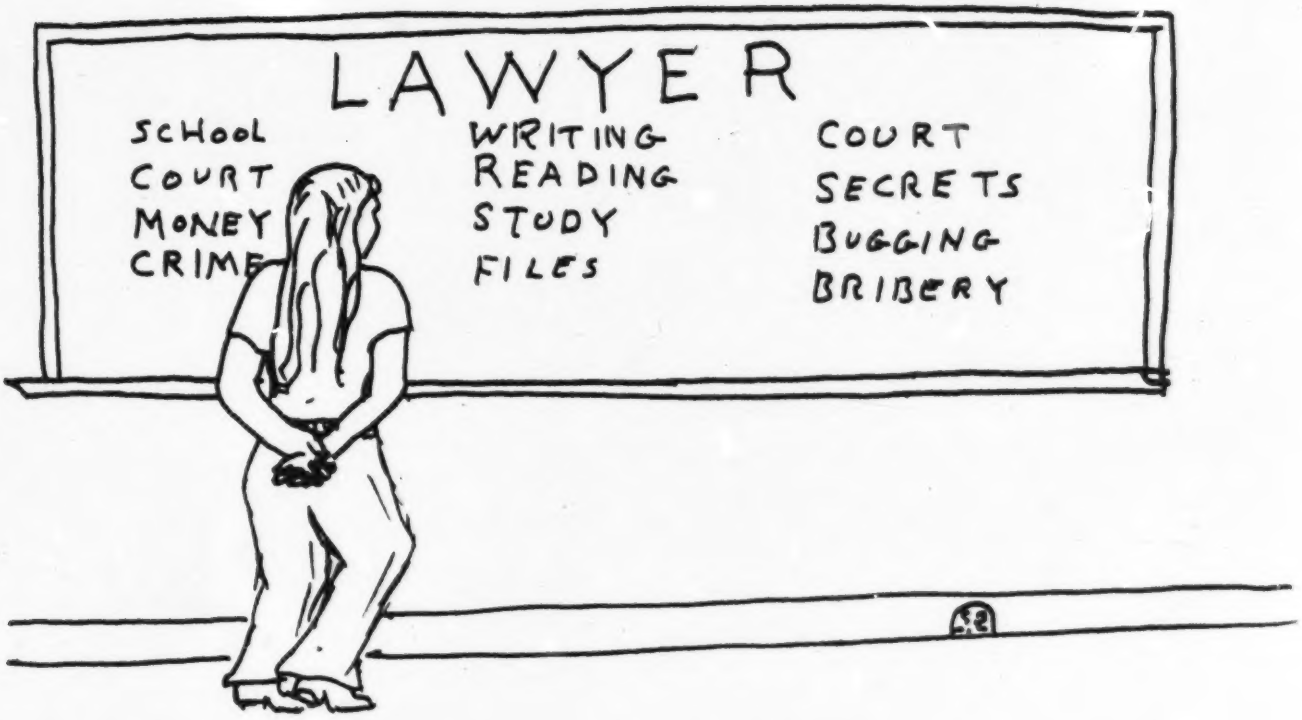
3. After the presentation , ask the resource person to role play with students a particular situation he may encounter in his job. Have the resource person be the customer and the student take the job of the speaker. Use the situation to further discuss aspects of the job.

4. As an exercise in listening, decide with the class, interview questions to be asked the resource. Each student should fill out the form with the answers and then compare answers--they will be different.

5. Get an employment test for a particular occupation and let the students attempt to complete it.

6. Have a class project in which students simulate a "work" activity; setting up a model weather station, organizing a classroom postal system, charting an interesting travel trip across the U. S., building a botanical garden, etc. Then invite a resource person knowledgeable in that area to come out and "judge" the product. Several classes could compete in this way if desired.

7. Have the students write down only one word that is particularly relevant to them when thinking about the information they have received. Make it a word that would cause them to associate with the speaker, the occupations and/or the unit being studied. Have all the students tell what their word is and explain why they chose it. Then put all the words together in a collection for later reference.



GAMES

1. Play Hollywood Squares: Set up the desks in three sets of three. Choose one Master of Ceremonies, two contestants, two judges and nine players--the rest will be the audience. Ask questions about the specific occupational area being studied then have the player in the square picked by the contestant answer the question. If the contestant correctly agrees or disagrees with the answer, he receives an "X". If the contestant incorrectly agrees or disagrees with the answer, the opponent receives an "O". Whoever first gets three marks in a row wins the game.

2. Play career bingo by making playing cards for students with names of workers in each of the 20 squares. The "Master of Ceremonies" is to read off different job descriptions. (or tools or other clues) and the player blocks out a row wins that game and can be "M.C." for the next game.

3. Have the students make a concentration game with:
   A.) Pictures of all people that the resource works with on a set of cards.

   B.) Job discription and information on the other set of cards.

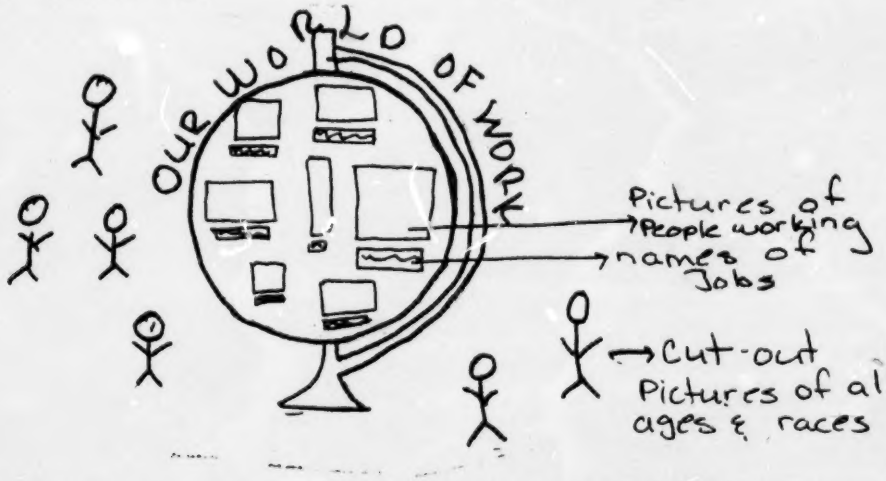
4. Arrange for the students to participate in a "To Tell The Truth" panel. Have all students do research on 3 jobs first so they can ask intelligent questions. Each contestant studies one of the 3 jobs. One job is randomly selected for the questions. The class then votes to find the "real" worker. After the game, let the student answer any questions the students may have.

5. Collect used, real equipment and use as motivation for finding out what the equipment is and who uses it. Clues can be given daily until someone guesses and then presents information about the mystery tool(s).

DISPLAY ACTIVITIES

1. Instead of simply assigning an oral or written report on a career, plan a career poster contest instead. Students' art work or magazine cut-and-paste can compose the top of the poster along with the job title, and the job description can be included on the bottom. The work might be displayed in the library or cafeteria and prizes might be awarded.

2. Design a World of Work bulletin board with labels of workers used as vocabulary.

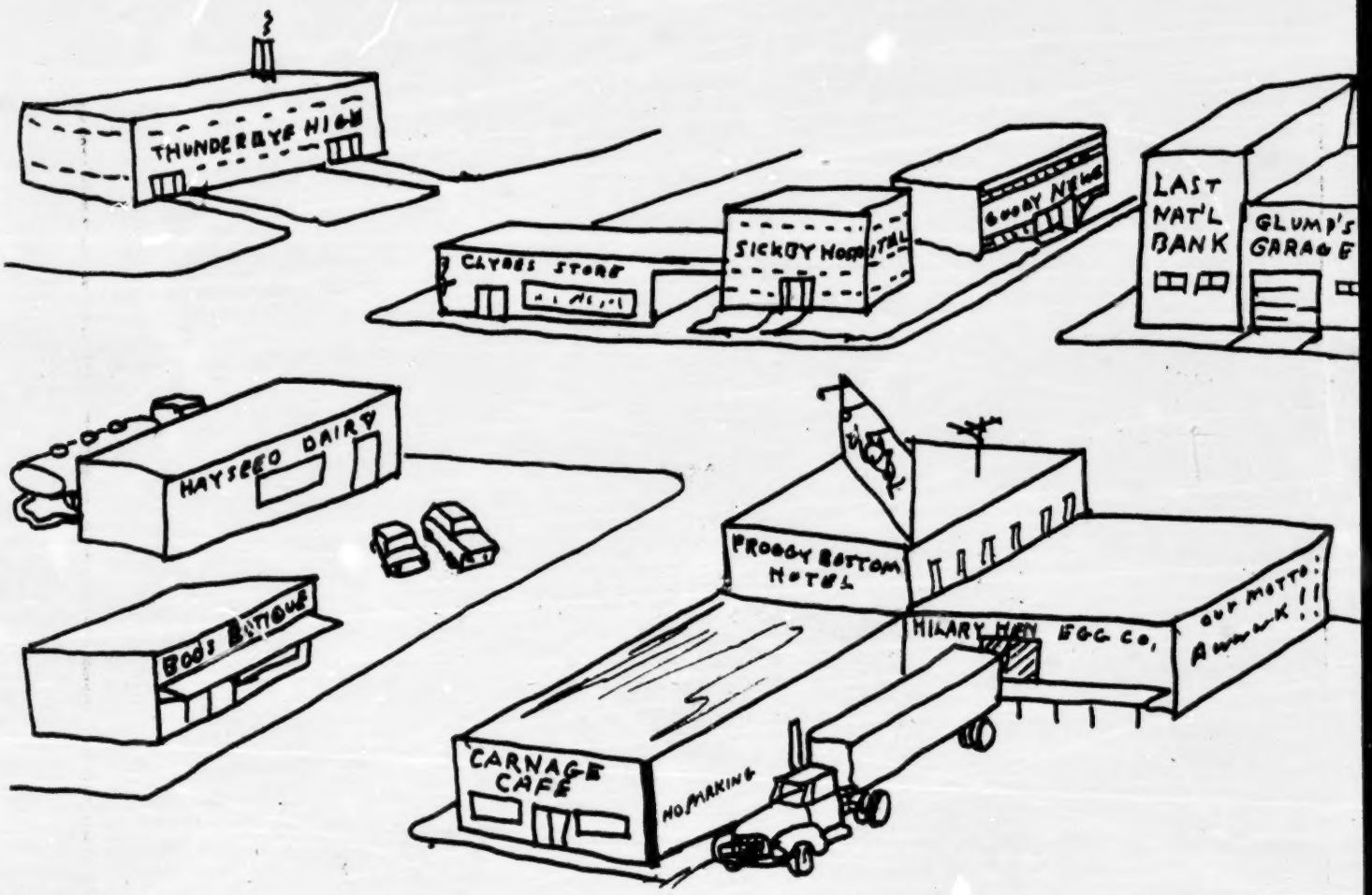


Under the table put a collection of books related to people's jobs. Read one a day to the class.

3. In many cases, workers are required to wear certain clothing; uniforms, shoes, hats and caps in many cases. Following the presentation, make a bulletin board titled: IF THE _____ FITS WEAR IT !! The blank space can be filled in with SHOE, HAT, UNIFORM and labeled pictures of different occupations can be displayed.

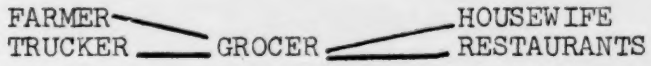
4. Have the students make a mini-box or diorama display of something they learned from the speaker or during the unit. If possible, have the mini-box include an activity related to that job. For example, an interior decorator as speaker might result in a mini-box on matching various fabrics.

5. Have each student choose an occupation that could be represented by a city building: (Grocery store manager, newspaper reporter, clothing manufacturer, secretary, waitress, doctor, and so on) and have him make the building from construction paper. Each student then makes a building and all are placed on the bulletin board in appropriate places for a make-believe city. Each student is then assigned to: 1. Write for information on jobs in his "building" (the one he made the model for) 2. Invite a guest speaker from his business OR 3. Complete a written interview with someone in the business he chose.



6. If permitted, make family job trees for all guests who come to the classroom. Display these for each speaker and compare them with those of the students. Look for continuity of jobs or job areas.

7. Make diagrams of the interdependency of various workers--put the job studied in the middle. On the left put jobs the worker is dependent upon; on the right: jobs dependent upon the worker. Use the charts to discuss interdependency.

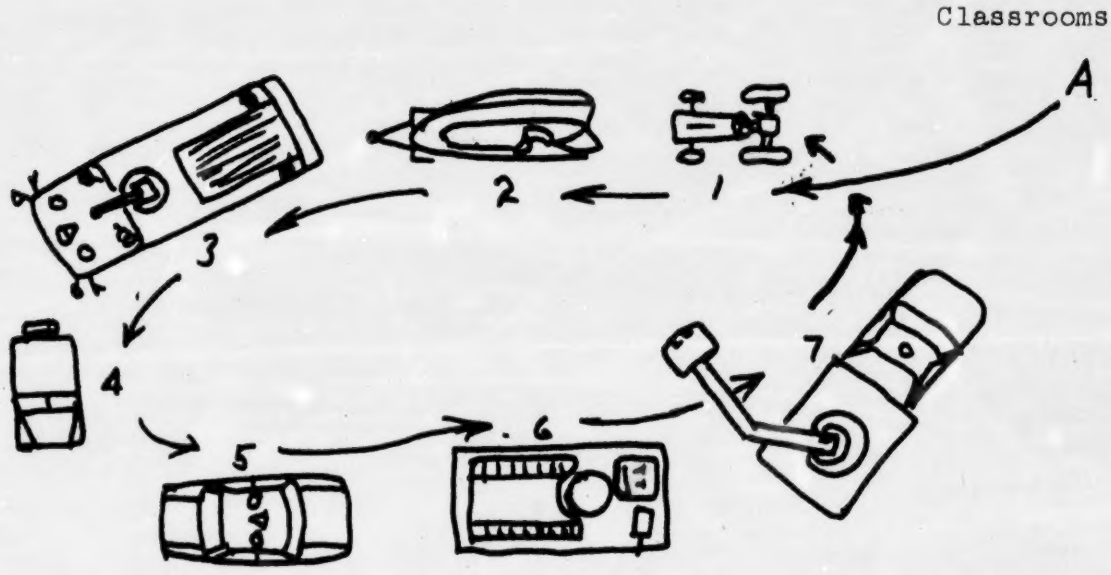


8. All careers have a "style"; the way the occupation causes the worker to "live" on the job. (teacher on playground duty, taxi driver in a traffic jam, workman eating lunch at the construction site.) Explore the career style of the occupation being presented and list the results on a bulletin board; DID YOU EVER THINK THAT A_____USUALLY:

9. Whenever you have speakers, ask them how they happened to decide on their career. Discuss the role of decision-making in choosing a future job. Have students work in committees to develop posters on decision-making. Each take a different age group - 5 year olds - 13 year olds - 18 year olds - 25 year olds - 40 year olds - 65 year olds. Show in picture form the kinds of decisions each age must make. Discuss the consequences of such decisions.

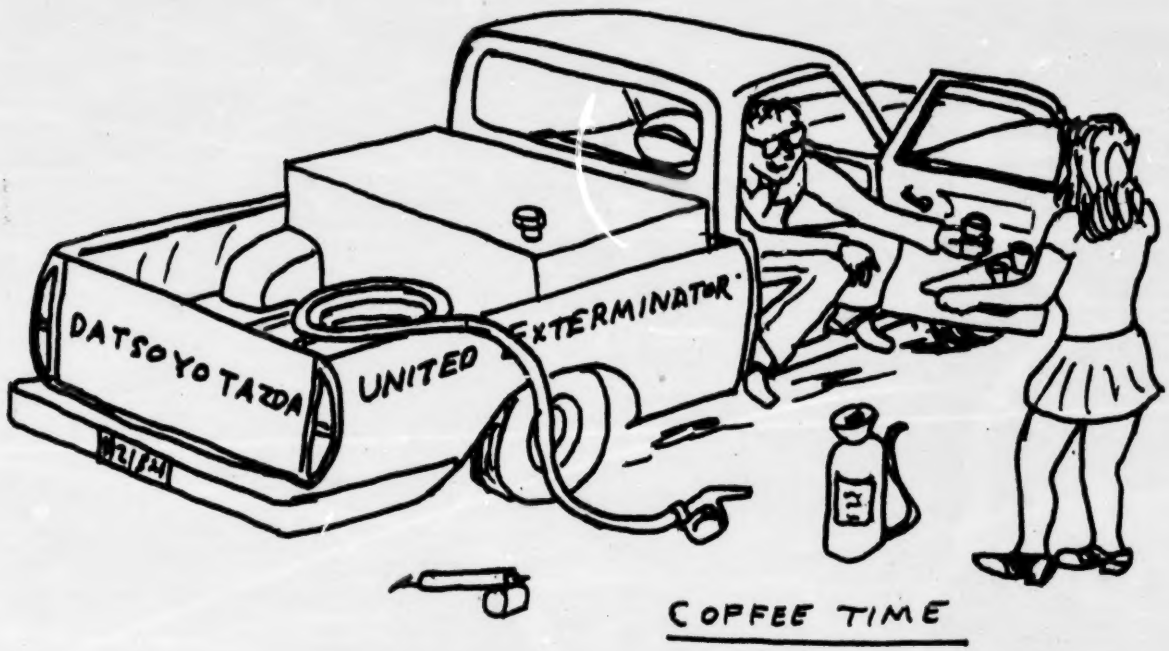
CAREER VEHICLE DAY

This is a unique way to utilize community resources. Invite a group of resource personnel to bring their specialized vehicles to school for display as one important type of "Tool of Trade". Organize classes so that they all start at a different vehicle and then rotate to the others. When one rotation is completed, another group of classes can come out.



" As classes arrive, assign each separate class to one vehicle. All rotate at signal to next vehicle till all vehicles are seen."

Each vehicle should have a person with it describing its use and unique features. Five minutes per vehicle is plenty with a whistle as "pacer." Students can be extremely helpful as student aids: running for refreshments, gathering names for thank-yous, taking photographs, etc..



Consider such vehicles categories as: construction, emergency, armed forces, security, leisure-time, farm, public service, and transportation vehicles.

JOB OBSERVATION DAY

This is an especially effective project because it deals with a student on a one-to-one basis. Designed for upper grade students, (esp. high school) the Job Observation Day involves releasing a student from school for one day to observe with a person in a job he is considering for his own future.

STEPS INVOLVED:

step 1. Have each student participating complete a fairly in-depth career exploration unit and then gather cards on their 1st, 2nd, and 3rd job choices.

step 2. Utilizing parents, counselors, consultants, etc. call local businesses and industries to arrange an observation day for <u>each</u> student.

step 3. Secure written parental permission, school-absence permission and assurance of parent or relative transportation of student to and from J.O.D. site.

step 4. Write letters of confirmation to each employer/ sponsor with a copy for the student.

step 5. Spot-check arrival and progress of J.O.D. students.

step 6. Write thank-you letters to employer sponsors with a brief questionnaire to be returned to you indicating their reactions.

step 7. Assess student gain and reaction with some type of survey, questionnaire, etc.

TIP: Acquiring employer/sponsors will be easier than you think but be <u>sure</u> to start calling 1 month in advance.

CAREER SPEAKER'S DAY
(or week)

Essential to the success of a Career Day (or week) involving speakers is a preliminary career exploration unit for all participating students with resulting student cards stating occupational preferences for career speakers.

Based on 40-minute talks, determine how many speakers a student can hear during the specified time and ask each student to list this number of preferences plus 3 alternates.

POINTS TO REMEMBER:

1. It may be desirable to group similar career choices instead of inviting specific choices.

   Health Careers (instead of doctor, nurse, dentist)

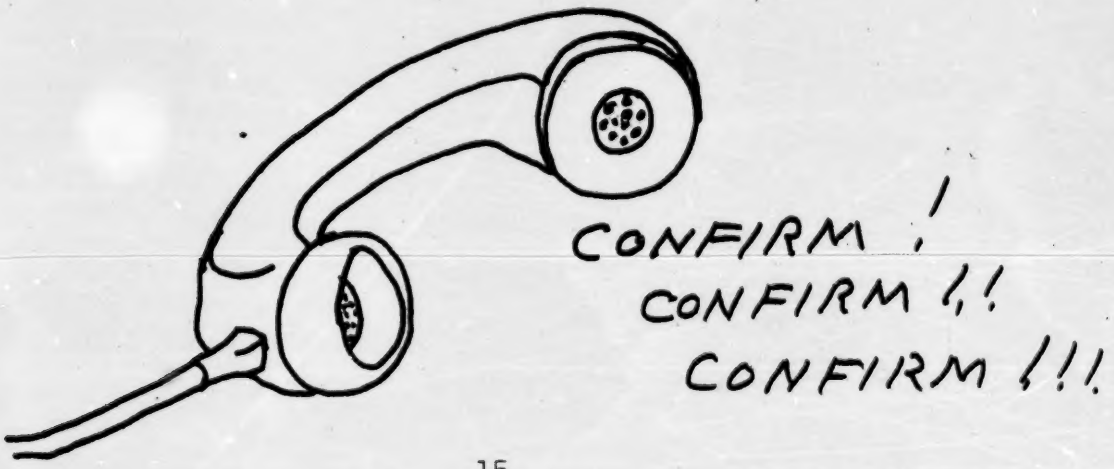
   Careers related to mechanical abilities (instead of electronics, technician, automotive mechanic)

   Careers dealing with animals (instead of veterinarian, zoologist, wild life manager)

2. Be sure to schedule a teacher in every room in which a speaker will be present.

3. Arrange a special room to handle any students who may be disrupting the speaker's presentation.

4. Confirm by telephone, as many speakers as possible the DAY before they are scheduled (they sometimes forget).



5. Be sure to arrange for some alternate activity for every speaker. They're usually all there as planned but not always. Suggestions: CO-OP students (in High School) can be on call to handle such topics as sales, secretarial work, home-economics, and shop related topics.

   Media such as films or filmstrips can be ordered in various topics to be "on call" to replace potential absentees (see section on supplementary media).

   General activities such as filling out a job application form or job resume; taking an interest test or employment test; or role playing a job interview should always be "on the ready" with necessary forms available to substitute in a no-show class.

6. Have students assigned certain questions that should be answered and turned in after the speaker presentations to further student attention.

7. Make sure each teacher has a master sheet of all speakers, times and other scheduling dates.

8. Send thank-you notes to each speaker from students.

MISCELLANEOUS

1. Let interested students prepare presentations patterned after the one they saw and present them to a different class.

2. With permission of the speaker, tape-record the presentation and make a tape library for future reference.

3. Introduce your exploration of careers or leisure-time activities with a discussion of student interests, abilities, and self-awareness. Sample of a short introductory questionnaire, usable for later class discussion is:

    1. What is your full name and how do you feel about your name?
    2. Describe your appearance
    3. What is your personality like?
    4. What is your attitude toward things, generally?
    5. Name one thing that is very important to you.
    6. What things do you do well?
    7. What activities do you enjoy most?

SUPPLEMENTARY MEDIA

Of course, you'll think of your own library first to obtain supplementary media. Ask your librarian and do your own exploring under self-awareness, feelings, leisure activities, hobbies, occupations, jobs, careers and other related headings.

Consider not only books-because many libraries also carry kits, filmstrips, pamphlets, posters, photo boards, maps and tapes.

Next there are always school, district, and/or cooperative film libraries to explore! Be sure to check your film catalog for any films on the topics listed above.

In some areas, your Career Education project is funded specifically to purchase media for your preview. In western Maricopa County (Ariz.) for example the Career Ed. Project WACOP has 3000 items for teacher check-out and use. Upon your request (by form or phone call) media is scheduled, delivered, and picked up at no cost to to the teacher or district. The teacher's only requirement is to fill out the evaluation form and return the media in good condition.

Examples of media available include:

COME TO WORK WITH US: A book series with 12 books in poetry text, color photographs showing children in place of adults in the various jobs.

FOCUS - STAGE I AWARENESS: A large kit containing photoboards of children in various social situations, filmstrips, records & guide all geared toward self-awareness.

AMERICANS AT WORK: A filmstrip done in cartoon style showing the relationship of different jobs to the climate & terrain of the area.

MY MOTHER HAS A JOB: A filmstrip & cassette showing women in a variety of jobs: Advertising Agency Executive, Factory Worker, Teacher, Commercial Artist, Nurse, and Retail Clerk.

PRINTING INDUSTRY: A unit on communications in graphic forms. Explains how to set up and run a student newspaper, with role playing of individuals within this organization.

WHAT TO DO? A printed unit with the primary intent to help learners understand the basic steps in decision making and problem solving and to acquaint the learner with some of the factors that affect the way he makes decisions.

WORKERS FOR THE PUBLIC WELFARE: A series of filmstrips: Police & Police Protection, Fire & Fire Fighters, Post Office & Postal workers, Education & the teacher, Transportation Workers, Sanitation & the Sanitation Workers, Social Service & the Social Worker, Library & the Librarian.

WORK KIT: A kit containing 400 job briefs in story form at 5th grade reading level. Organized by work with people, ideas, or things and by educational level needed. Has filmstrips and Junior Guidance Booklets.

CERAMICS: Materials in a mini-packet showing the basic steps in the leisure time activity of ceramics. Contains clay, bowl, sponge, knife, and string; with instructions.

OPEN DOOR BOOKS: A set of 36 paperbacks, autobiographies of minority people who were successful in a chosen field.